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ABSTRACT

This resource directory from the Chapter 1 Parent Involvement Center at RMC Research Corporation in Hampton, New Hampshire lists national, regional, and local organizations that can help parents, administrators, and teachers learn more about parent involvement in children's education. All of the listed organizations are focused on parent involvement, willing to provide information and service, active in the field of parent involvement, and accessible by telephone. Each entry includes title, address, telephone number, name of contact person, and a brief description, which sometimes includes titles available from the organization. Nearly 50 organizations are profiled. (RH)

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PARENT INVOLVEMENT

RESOURCE DIRECTORY

MARCH, 1989

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PARENTS —*IN*— EDUCATION

PS 017995

A product of the *PARENT INVOLVEMENT CENTER*
Chapter 1 Technical Assistance Center
RMC Research Corporation, 400 Lafayette Road, Hampton, New Hampshire 03842

BEST COPY AVAILABLE

RESOURCE DIRECTORY

This Resource Directory is a PARENTS IN EDUCATION product of the Chapter 1 Parent Involvement Center at RMC Research Corporation in Hampton, New Hampshire. The Parent Involvement Center was funded in 1988 by the US Department of Education to collect, organize, review, and disseminate information that will help Chapter 1 programs conceive and organize plans to involve parents in their children's education.

The Resource Directory lists national, regional, and local organizations which can help parents, administrators, and teachers learn more about parent involvement. Many have materials available at little or no cost. All of them have the following characteristics which qualify them for inclusion in the Directory: an established focus on parent involvement; willingness to provide information and service; current, active status in the field of parent involvement; an ongoing commitment to parent involvement; and an accessible telephone number.

All of the organizations have been contacted to determine their willingness to be included in the Directory, and to be sure that information is as current as possible. Much of the descriptive text is taken from promotional materials. Because of the nature of change in organizations, and because other agencies or groups may come to our attention in the future, this Directory will be updated yearly.

We encourage parents, teachers, and administrators to use this Directory often to learn about organizations that can help develop and establish effective parent involvement programs.

PARENT INVOLVEMENT STAFF

M. Christine Dwyer Diane D' Angelo Wendy J. Graham C. Ralph Adler Mary Ellin Logue

Our appreciation to Allison Grover for much of the fact-checking involved in refining this directory.

Academic Development Institute

422 Pulaski Street Lincoln, IL 62656
(217) 732-6462
Sam Redding, Ed.D., Executive Director

The Academic Development Institute (ADI) has a singular mission: to assist families and schools with the academic and personal development of children. In pursuit of that mission, ADI conducts and reviews research to better understand the processes of academic and personal development. This better understanding is then applied to programs created and field tested by ADI. As a result of ADI's research and program development, the education community acquires new understanding and new tools to help children grow and learn.

One of the programs that ADI developed is the Family Study Institute, which focuses exclusively on parent education. The Family Study Institute brings parents together for the best of reasons - to help their children learn in school. Parents learn together in small groups. Between sessions they establish the Family Study Institute program at home with their children. Parents then return to the group to discuss their progress and learn more. Two courses are included in the Family Study Institute: "Studying at Home" and "Reading at Home." In each course, parents meet once a week for three weeks. All materials are available in both English and Spanish text.

Free brochure upon request.

Action for Children's Television (ACT)

20 University Road
Cambridge, MA 02138
(617) 876-6620
Peggy Charren, President

ACT is a national nonprofit organization based in Cambridge, MA working to encourage diversity in children's television and to eliminate commercial abuses targeted to young people. Free information is available with a self-addressed stamped envelope.

American Association of School Administrators (AASA)

1801 N. Moore Street
Arlington, VA 22209
(703) 528-0700
Contact: Gary Marx

AASA, the professional organization for school administrators and superintendents, has a long-standing commitment to parent involvement in the schools. It has published a booklet entitled "Parents...Partners in Education" (also available on video), available in Spanish, Lao, Hmong, Cambodian, and Vietnamese.

AASA has four new publications: "Partnerships: Connecting School and Home," "Home/School/Community Involvement," "Business and Industry: Partners in Education," (both available for $12.95) and "Citizens and the Schools: Partners in Education" (available for bulk purchase).

American Federation of Teachers

555 New Jersey Avenue, NW
Washington, DC 20001
(202) 879-4400

Headquartered in Washington DC, the 700,000-member American Federation of Teachers is an international AFL-CIO union of teachers primarily made up of elementary and secondary teachers, college and university professors, and other non-supervisory personel in the field of education.

American Federation of Teachers publishes a variety of brochures and booklets for teachers and parents at nominal cost. Sample publications include: "Helping Your Child Say No to Alcohol," "Teachers Tips," a series of brochures for teachers, and "Becoming a Nation of Readers, What Parents Can Do."

The Association for Library Services to Children

50 E. Huron Street
Chicago, IL 60611
(312) 944-6780

The Association for Library Service to Children is committed to providing the best library service to children in all types of libraries. ALSC advocates the rights of children within and beyond the library profession, promotes international exchange of materials and professional knowledge, conducts and evaluates research projects, and recommmends program plans for library service to children.

Boston Partners in Education, Inc.

25 West Street
Boston, MA 02111
(617) 451-6145
Betsy Nelson, Director

Boston Partners in Education is an independent, apolitical, multi-cultural organization which began as School Volunteers for Boston. Boston Partners in Education addresses both academic and related social needs, working to strengthen the total educational experience of Boston Public School students. Contact: Martha Redding.

Free brochure and information packet available. Resource materials available at cost.

Center for Early Adolescence

University of North Carolina at Chapel Hill
Suite 211, Carr Mill Mall
Carrboro, NC 27510
(919) 966-1148
Contact: Susan Rosenzweig

The Center provides information and training to professionals, volunteers, and policymakers who have an impact upon the lives of 10-15 year olds. Its several publications include a discussion of early adolescents' development and needs for parents; an assessment process for middle grades schools; a monograph on after-school programs for professionals who work with parents. Brochure available.

Center for Educational Research at Stanford (CERAS)

Stanford University
Stanford, CA 94305
(415) 723-0957
Henry M. Levin, Director

CERAS is the successor to both the Institute for Research on Educational Finance and Governance (IFG) and the Stanford Education Policy Institute (SEPI). It serves as an umbrella organization for the development, implementation, and dissemination of educational research for the School of Education at Stanford University.

The publications available pertain to subjects associated with faculty and other researchers in the School of Education. The Announcement serves the role of disseminating this information by making available research products of the educational research community at Stanford. Although research projects in CERAS and the Stanford School of Education are highly diverse, a special effort is being made to focus CERAS resources on two major areas: research on teaching and teaching policy and research on the education of children-at- risk. For information about publications contact: Claudette Sprague. All other requests should go to Henry Levin, Director. Brochure and resource listings are available.

The Center for Law and Education, Inc.

6th Floor, Larsen Hall
14 Appian Way
Cambridge MA 02138
(617) 495-4666

236 Massachusetts Ave, NE, Suite 504
Washington DC 20002
(202) 546-5300
Contact: Lucy Watkins

The Center for Law and Education, Inc., which represented the National Coalition of Title I/Chapter 1 Parents in developing the Chapter 1 law, serves as a national legal support center and is available to low-income individuals and groups and Legal Services attorneys for interpretation of the new amendments and assistance in implementing key provisions of the law. The Center has published "Guidelines for Parent Involvement in Chapter 1Programs (1986)," which will be revised to incorporate new program provisions from the 1988 ammendments.

Center for Organization and Community Development

255 Furcolo Hall, School of Education
University of Massachusetts
Amherst, MA 01003
(413) 545-2083
Horace B. Reed, Director

The Center for Organization and Community Development (COCD) is the recently formed union of the Citizen Involvement Training Program (CITP) and the Community Education Resource Center

(CERG). CITP has for nine years provided training, consulting, and award-winning educational manuals for community groups regionally and throughout the nation. Since 1979, CERG has been a collaboration of students and faculty at UMass who have developed a resource, research, and consulting center to community projects aimed at improving the quality of life through education.

By combining the strength of both organizations, COCD brings together some of the best in research and action, theory, and practice, and makes them available to community, human service, university and other groups as well as elected officials. COCD provides assistance and support which empower citizen and community organizations and leaders, and helps make them more effective.

Center on Parent Involvement

Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218
(301) 338-7570
Joyce L. Epstein, Director

This center has conducted extensive surveys of teachers, principals, and students in elementary schools throughout Maryland. Their special interest has been to identify specific teacher practices that help parents reinforce the teacher's efforts. Reports and reprints of articles and materials for teachers and administrators available. The Center for Social Organization of Schools has two primary objectives: to develop a scientific knowledge of how schools affect their students, and to use this knowledge to develop better school practices and organization. Listing of resources is available.

Center for Parenting Studies

Wheelock College
200 The Riverway
Boston, MA 02215
(617) 734-5200
Linda Braun, Acting Director

The Center for Parenting Studies is an umbrella organization at Wheelock College that provides materials and training opportunities for parents and professionals who work with families. The Center offers workshops and seminars for parents on parenting issues such as home-school relations and work-family issues. The Center also provides workshops for school staff and professionals on home-school relations. During the summer, the Center holds 8-10 one-week institutes for professionals of many backgrounds on contemporary parenting issues and how to be more effective in working with families.

The Center distributes a workshop kit entitled "Building Home-School Partnerships with America's Changing Families." The Home School Partnership Project developed these materials through a three-year federally funded grant. The workshop is a flexible, innovative resource designed to analyze the local situation and develop a plan for making changes. The kit includes 13 case studies from grades K-12, leader's guide, handouts, slides, and bibliography and can be ordered through the Center for Parenting Studies for $165. Contact Judy Roeder.

Chapter 1
Technical Assistance Centers

The six Chapter 1 Technical Assistance Centers in the United States provide assistance to state, local, and project personnel in the evaluation and improvement of Chapter 1 programs. Each TAC has a contact person for technical assistance in parent involvement. The TACs and their contact persons are:

Region A (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont):
RMC Research Corporation
Hampton, NH
Contact: Wendy J. Graham
800-258-0802

Region B (Delaware, District of Columbia, Indiana, Kentucky, Maryland, Michigan, Ohio, Pennsylvania, West Virginia):
Advanced Technologies
Indianapolis, IN
Contact: Bill Johnson
800-456-2380

Region C (Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, Virginia):
Educational Testing Service
Atlanta, GA
Contact: Johnnie Follins
404-524-4501

Region D (Illinois, Iowa, Minnesota, Missouri, North Dakota, Nebraska, South Dakota, Wisconsin):
Research and Training Associates
Overland Park, KS
Contact: Alexa Pochowski
913-451-8117

Region E (Arkansas, Arizona, Colorado, Louisiana, Kansas, New Mexico, Oklahoma, Texas, Utah):
RMC Research Corporation
Denver, CO
Contact: Marti Smith
800-922-3636

Region F (Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, Wyoming):
RMC Research Corporation
Mountain View, CA
Contact: Ruben Abrica
800-451-4407

Children's Literature Center of the Library of Congress

1st Street and Independence Avenue, SE
Washington, DC 20450
(202) 707-5535

Since it opened its doors as the Children's Book Section in 1963, the Children's Literature Center at the Library of Congress has provided reference and bibliographic assistance to those interested in the media world of the child. Its users include children's book authors and illustrators, publishers, librarians, and scholars. Because the Library is primarily a research institution, the Children's Literature Center does not serve children directly. They benefit indirectly, however, from assistance given to teachers, editors, parents, and others who work with youth.

The Center's publications list is available free of charge and may be obtained by writing to its office. Many of its publications are available from the Government Printing Office.

Community Service Society

105 East 22nd Street
New York, NY 10010
(212) 254-8900
Carol Brownell, Director of Publications

Community Service Society is a pioneering social welfare agency that for nearly 140 years has worked to alleviate the causes of poverty and empower low-income New Yorkers. Its historic achievements include campaigning for the first New York laws to ensure pure milk, fresh foods, and decent housing. CSS founded what became the Columbia University School of Social Work and sponsored the Family Court Act of 1933. Through its research advocacy and demonstration projects, CSS seeks to bring about systemic change needed to eliminate proverty and to enable poor families and individuals to develop their full social, economic, and political potential.

Community Training and Assistance Center (CTAC)

105 Beech Street
Boston, MA 02111
(617) 423-1444
William J. Slotnick, Executive Director

Over the three year period, 1977-1980, citizens from the Boston area reviewed the training and support resources available to low-income groups. From these assessments, it was apparent that many struggling organizations have limited access to information and relevant technical assistance. In response to these needs, the Community Training and Assistance Center (CTAC) was formed. Since then, CTAC has been responding to the increasingly critical and diverse needs of community groups.

The Center assists citizens, policy-makers, and community-based organizations to develop and provide needed services and leadership. The assistance offered is aimed at: (1) strengthening the skills and self-confidence of citizens; (2) helping groups to expand their funding base; (3) increasing the skills needed to manage responsive community-based organizations; (4) assisting groups in developing new levels of collaboration; and (5) improving community access to institutional decision-making.

Training programs are offered to low-income groups and organizations that are affected by unmet needs and financial realities within the Northeast.

Congress of National Black Churches

Black Family Program - Project SPIRIT
600 New Hampshire Avenue NW
Suite 650
Washington, DC 20037-2043
(202) 333-3060
Vanella A. Crawford, Project Director

Since the summer of 1984, The Congress of National Black Churches has been involved in the development of a three-part program to address the needs of Black pastors, parents, and children. This pilot, which has received support funding from the Carnegie Corporation of New York, consists of a Parent Training Program, an After-School Tutorial/Saturday School Program, and a Coping Skills Program designed to be conducted in a church setting. Brochure and informational materials are available.

Cornell Cooperative Communication Between Home and School Program

Department of Human and Family Studies
MVR Hall
Cornell University
Ithaca NY 14583
(607) 255-2531
Contact: Christiann Dean

Based on extensive research, the project has developed and field-tested a program of workshops for parents and inservice training/support for teachers and people who work with young families - "Cooperative Communication between Home and Schools." The workshop helps both parents and teachers learn effective communication skills. Parents become better able to influence the course of their children's education. In an evaluation this year funded by the New York State Department of Education, the program was shown to be effective with both inner-city and suburban parents.

The facilitator's guide for this workshop is available for $30 from the address listed below. The English version includes a detailed guide book, fact sheets, and poster. The Spanish version incudes a detailed guide for parent workshops only. There is also has a 14-minute documentary on video to rent, interviewing administrators, teachers, and parents about the workshop and program. Contact: Christiann Dean. To order (and for information on other publications and audio visual materials) write: 7 Research Park, Cornell University, Ithaca NY 14583.

Designs for Change

220 S. State Street
Suite 1900
Chicago, IL 60604
(312) 922-0317
Joan Slay, Parent Training Co-ordinator

Designs for Change is a nonprofit research, advocacy, and training organization that works for basic improvements in the day-to-day school experiences of children. Designs for Change is concerned about all children, but especially minority, low-income, and handicapped children, who have often faced multiple barriers to obtaining a good education. One of the basic principles of Designs for

Change's work is that informed long-term parent and citizen monitoring of the schools and vigorous advocacy on behalf of children can make a crucial contribution to creating public schools.

Designs for Change's work consists largely of studying critical public school problems to identify their causes and solutions, bringing these problems and solutions to public attention, organizing and advising parent and citizen groups who want to see these problems solved, and producing research reports and training materials of interest to parent and citizen groups, researchers, and policy makers.

Of special interest is the handbook "All Our Children Can Learn to Read, A Guide to Parent and Citizen Action,"available in both Spanish and English. All Designs for Change publications are available at cost.

Education Commission of the States

1860 Lincoln Street, Suite 300
Denver, Colorado 80295-9987
(303) 830-3692
Contact: Shari Walker

Education Commission of the States (ECS) is an interstate compact that helps state leaders improve the quality of education. ECS conducts policy research, surveys, and special studies; maintains an information clearinghouse; organizes state, regional, and national forums; provides technical assistance to states; and fosters nationwide leadership and cooperation in education. ECS priority issues include restructuring schools for more effective teaching and learning, addressing the educational needs of at-risk youth, improving the quality of higher education, and ensuring the full participation of minorities in the professions by ensuring their full participation in education.

ECS has several publications available in the area of parent involvement: "Drawing in the Family" - a look at the state role in encouraging better home/school relationships, $12; "Selected Readings" - family researchers discuss what state action is needed to promote family involvement, how to motivate teachers and administrators to try new strategies and practices in working with parents, what types of training are helpful and available and what other state programs are in progress, $4.25; "What States Can Do" -summarizes recommendations from parents, teachers, administrators, policy makers, and researchers on strategies for state action in the area of family involvement, $1.50. Bulk rates are available.

High/Scope Educational Research Foundation

600 N. River Street
Ypsilanti, MI 48198-2898
(313) 485-2000

High/Scope is a nonprofit research, development, and training organization. The Foundation's principal goals are to promote the learning and development of children from infancy through adolescence and to provide information and training for parents and teachers. High/Scope has conducted longitudinal research on the Ypsilanti/Perry Preschool Project to show the long-term positive effects of high-quality programs for preschool children.

Available from High/Scope: High/Scope Resource, a guide to the activities, products, and services of the Foundation, published three times a year by High Scope Press, a division of the Foundation (free; write High/Scope and request to be put on the mailing list); and "Policy Options for Preschool Programs," by Lawrence J. Schweinhart and Jeffrey J. Koshel. (High/Scope Early Childhood Policy Papers, No. 5, $5; order directly from High/Scope; also available as ED 276 515, 45 pp.)

Hispanic Policy Development Project

1001 Connecticut Ave., N.W.
Suite 310
Washington, D.C. 20036
(202) 529-9323
Contact: Ray Valdivieso
Carmen Ramos, Parent Involvement, New York Office
(212) 529-9323

Hispanic Policy Development Project (HPDP) is a policy analysis organization which focuses on the needs and concerns of young Hispanics, parents, and the community. It works actively to disseminate research findings and policy recommendations on youth employment and education to community and parent groups.

HPDP sponsored the National Commission on Secondary Schools for Hispanics in 1983-84 whose report, "Make Something Happen," places strong emphasis on the importance of parent involvement in education. HPDP's recent project is a nationwide program: Parent-School Partnerships, with over 40 demonstration sites. A handbook is currently being prepared with findings and successes/failures. Preliminary information is available under the title "Interim Lessons Learned," free of charge.

Home and School Institute, Inc.

Special Projects Office
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 466-3633
Dorothy Rich, President

The Home and School Institute (HSI), a Washington-based, nonprofit educational organization, provides curriculum and training programs to enable schools and community organizations to involve families in their children's education. These practical, low-cost programs enhance student learning and improve student discipline.

HSI's innovative approach provides a guided tutoring role for families which complements but does not duplicate the work of the school. HSI curricula are used by teachers and families directly in the classroom and at home and are keyed to prevention of drug and dropout problems. HSI's publications list describes tested resources which provide HSI techniques to teachers and families to enhance the academic and social development of school-age children. With its affiliate company Dorothy Rich Associates (DRA), HSI has also developed materials to help working parents meet the conflicting demands of home and job.

HSI offers accredited workshop courses and presentations which integrate current instructional methods with supportive and non-duplicative parent/involvement strategies. Workshops are brought on site to school systems, universities and social agencies. A current HSI training program is The Contemporary Family and Today's School: Training for Educators, funded by the Exxon Education Foundation. For publications listings, contact Sandra Getler.

Institute for Responsive Education

605 Commonwealth Avenue
Boston, MA 0215
Don Davies, Director
(617) 353-3309

The Institute for Responsive Education (IRE) is a non-profit public interest research and advocacy organization created in 1973 to study, promote, and assist parent and citizen participation in educational decision-making and school improvement.

IRE's work has consisted primarily of research studies, publications, conference, technical assistance, consultation, and policy development for state and local education agencies, and advocacy projects sponsored in conjunction with other organizations. Founded on the premises that parent and citizen participation is an essential ingredient in school improvement and that citizens' access to information is indispensible for effective participation, IRE has produced more than 75 reports, handbooks, bibliographies, and other publications.

International Reading Association

P.O. Box 8139
800 Barksdale Road
Newark, DE 19714-8139
(302) 731-1600

The IRA's goals are to improve the quality of reading instruction through the study of the reading process and teaching techniques; serve as a clearinghouse for the dissemination of reading research through conferences, journals, and other publications; increase the level of literacy; and actively encourage the lifetime reading habit. Send a stamped self-addressed envelope for a free brochure.

National Association for the Education of Young Children (NAEYC)

1834 Connecticut Avenue, NW
Washington, DC 20009
800-424-2460

An association of more than 60,000 members, NAEYC offers a variety of services likely to be useful to public schools interested in adding an early childhood education component. NAEYC offers publications, videos, pamphlets, and brochures on the education and care of children.

Available from NAEYC: "Good Teaching Practices for Four-and-Five-Year-Olds" (single copies free with a self-addressed, stamped envelope) and "Developmentally Appropriate Practice in Early Childhood Programs: Serving Children Birth through Eight" (publication #224).

National Association of Elementary School Principals

1615 Duke Street
Alexandria, VA 2234
(703) 684-3345

The National Association of Elementary School Principals (NAESP) is a voluntary individual member organization of approximately 25,000 K-8 principals providing conferences, publications, government relations, legal services, and other information services. It offers two series of publications helpful in building stronger relations with families. The Streamline Seminar for principals has written materials covering topics such as how to help children cope with divorce, how to handle stress in children, and how to deal with drug abuse. The Report to Parents series is a reproducable newsletter for principals to send home and handles topics such as helping with homework, parent-teacher conferences, and selecting toys.

National Association of Partners in Education (NAPE)

601 Wythe Street Suite 200
Alexandria VA 22314
(703) 836-4880
Daniel Marenda, Executive Director

The National Association of Partners in Education, Inc. (NAPE) is an organization representing the many schools, businesses, community groups, educators and individual volunteers who work together as partners to enhance the education of children. NAPE is the professional organization for administrators of school volunteer and partnership programs nationwide. NAPE is currently made up of two organizations which share a distinguished history of support for education: The National School Volunteer Program has provided assistance and support for more than 20 years to schools and community volunteers who enhance instruction in classrooms. The National Symposium on Partnerships in Education represents community groups that have organized partnerships to support education.

NAPE publishes monthly and quarterly newsletters for members, maintains a computerized data base about school volunteer and partnerships programs, provides program development training, conducts national and state conferences, operates a toll-free partnership hotline, offers technical assistance and materials on educational partnership program developement and represents the interests of school volunteer partnerships in the U.S. Congress and state governments. Free brochures and publications at cost are available.

National Center for Research in Vocational Education

Ohio State University
1960 Kenny Road
Columbus Ohio 43210-1090
(614) 486-3655
800-848-4815

The ERIC Clearinghouse on Adult, Career and Vocational Education (ERIC/ACVE) is located at the National Center for Research in Vocational Education at The Ohio State University. ERIC/ACVE

provides comprehensible information services in these areas: adult and continuing education, career education, and vocational and technical education.

National Coalition of Title I/Chapter 1 Parents

(National Parent Center)
1314 14th Street, N.W.
Washington, D.C. 20005
Bob Witherspoon, Director
(202) 483-8822

The Coalition is a national organization which provides a voice for Chapter 1 parents through their organizations at the federal, regional, state and local levels and assists them in understanding and influencing how Chapter 1 programs are implemented in their communities. The Coalition publishes a newsletter, provides training, and sponsors conferences as well as coordinating efforts with other groups working on implementation of Chapter 1.

National Education Association (NEA)

1201 16th Street NW
Room 810
Washington DC 20036
(202) 822-7350

National Community Education Association was founded to promote and support community and parent involvement in public education, interagency partnerships, and lifelong learning opportunities for everyone in the community. Forty state community education associations are affiliated with the national association.

NCEA has developed a traveling workshop for training teachers, administrators, and parents in parent involvement strategies. NCEA has a number of publications available, including the newest handbook, Parents as Tutors.

NCEA is also the administrator of the National Coalition for Parent Involvement in Education (NCPIE). NCPIE is a loosely-knit coalition of education organizations that collaborate in their efforts to encourage and increase parent involvement in public schools.

National Committee for Citizens in Education

10840 Little Patuxent Parkway
Suite 301
Columbia, MD 21044
(301) 997-9300
(800) 638-9675
Contact: Nancy Berla

NCCE is a private, non-profit organization devoted exclusively to improving the quality of public schools through increased public involvement. Through its information resources, which include a toll-free hot line (1-800-NETWORK); "NETWORK for Public Schools," a quarterly news and feature publication; a series of jargon-free handbooks and films; a training program; and a computerized Education Clearinghouse for Parents, NCCE provides the information resources parents and citizens need to become involved in education decisions at the local level. NCCE also offers school-based management training to help parents and educators to work constructively together.

National Conference of State Legislatures

1050 17th Street
Suite 2100
Denver CO 80265
(303) 623-7800
William Pound, Executive Director

The National Conference of State Legislatures (NCSL) is a non-partisan organization created to provide research, and technical assistance and the opportunity for policymakers to exchange ideas on what succeeds and what fails. NCSL also is an effective and respected representative for the interests of state governments in Washington D.C.

Projects conducted through the NCSL Education Program are funded mostly through grants and contracts from various foundations, the federal government, or in conjunction with other non-profit organizations. Although there is no direct activity in the area of parent involvement, NCSL has current legislative initiatives and various state programs.

NCSL can provide, through its LEGISNET system, abstracts of thousands of legislative research reports, public policy documents, journal articles, 50- state surveys and statistical data in spreadsheet format, research reports, and research currently under way. LEGISNET is a computerized research data base that NCSL staff will search upon request.

NCSL offers a great many specialized publications, from books to brief summaries of developments to thorough studies of a number of policy areas. State Legislative Reports, which focus on current issues are published 12 to 18 times a year.

National Congress of Parents and Teachers (PTA)

1201 16th Street, N.W. #619
Washington, D.C. 20036
(202) 822-7878
Arnold Fege, Director of Government Relations

Assists parents at the local level to work more effectively as partners with educators in making education work for their children and their community. In addition to guidelines for working with a local PTA for school boards, principals, teachers, and parents (each a separate booklet), there is also an evaluation tool for parents titled "Looking in on Your Schools."

For information contact: Arnold Fege, Director of Government Relations. For publications contact: Terri Marshall, 700 N. Rush St., Chicago, IL 60611, 312- 787-0977.

National Council of La Raza

548 South Spring Street
Los Angeles CA 90013
(213) 489-3428
Contact: Lori Orum

This is a national Hispanic advocacy and technical assistance organization. It publishes materials on migrant, bilingual, and general education issues, many of which treat the issue of parent involvement in schools. One current project has developed policy papers and curriculum designs for five different models involving community-based education.

National Middle School Association

4807 Evanswood Drive
Columbus, Ohio 43229
(614) 848-8211

The National Middle School Association (NMSA) exists for the purpose of promoting middle level education. Since its founding in 1973, the association has served as an umbrella organization for educators, parents, and other lay citizens interested in the educational and developmental needs of youth between the ages of 10 and 15. Membership is open to anyone interested in and concerned about middle level education - teachers, administrators, parents, teacher educators, counselors, curriculum directors, college students, school board members, and others.

The National Middle School Association has the following objectives: 1) promote the development and growth of middle level education as a distinct entity; 2) promote the use of middle level education as the generic descriptor for all school programs designed to accommodate the educational and developmental needs of youth between ages 10 and 15; 3) promote forums which disseminate information about middle level education to educators, parents and other lay citizens; and 4) improve the educational experiences of youth during their middle level school years by assisting schools, home, and other agencies as they strive to better meet the educational and developmental needs of these youngsters.

New England Center for Equity Assistance (NECEA)

A Program of The Network
290 South Main Street
Andover MA 01810
(508) 470-1080

New England Center for Equity Assistance provides services to public schools in New England in issues that involve issues of desegregation in terms of gender, race, or national origin. Parent involvement is an issue that is key to effective desegregation. NECEA is planning to publish a four book series on a new desegregation methodology of "controlled choice," a system whereby parents choose the schools they wish their children to attend within a context of desegregation requirements. A second area in which parental involvement is particularly important is in school systems with students from different cultures who are newly arrived to the United States.

The NECEA resource center has publications on strategies in this area, and a publication of The Network called "Gandores (Winners)" which includes both a student workbook and a teacher handbook. "Gandores" is a bilingual program focusing on Hispanics, designed to reduce cultural barriers. The "Gandores" teacher handbook has a chapter on how to gain the involvement of Hispanic parents in the schooling of their children. The publications mentioned above are available from The Network Publications Department. Contact that office for further information.

Office of Bilingual Education and Minority Language Affairs

400 Maryland Avenue SW
Mary E. Switzer Building, Room 5624
Washington DC 20202-6642
(202) 732-5722/5725

Since 1980, the office has funded training and demonstration projects that focus on parent involvement for those with limited English proficiency (Hispanic and others). Information may be obtained from Mary Mahoney or the National Clearinghouse for Bilingual Education, 800-647-0123.

Parents as Teachers National Center

University of Missouri
8001 Natural Bridge Road
St. Louis, Missouri 63121-4499
(314) 553-5738
Mildred Winter, Director

Missouri's Parents as Teachers Program (PAT) is a home-school partnership designed to give children the best possible start in life and to support parents in their role as the child's first teachers. Established as a pilot project in four school districts in 1981, PAT is now a state-funded service provided by all public school systems in Missouri. During 1988-89, more than 50,000 families with children under the age of three are expected to take part in the voluntary program.

PAT is a primary prevention program. It is designed to maximize children's overall development during the first three years of life, thus laying the foundation for school success and minimizing developmental problems which might interfere with learning. As children's first and most influential teachers, parents deserve and can benefit from practical information and support, particularly during the crucial early years - birth to age three. PAT is designed to serve all parents - from single, teenage mothers to two-parent, well-educated families. Experience has shown that all parents want to be good parents and welcome the support that PAT offers.

Parents' Choice Foundation

Box 185
Newton, MA 02168
(617) 965-5913
Diana Green, President

Parents' Choice Foundation offers material designed to foster a love of learning in families of all backgrounds. The programs include: 1) the publication "Parents' Choice," the respected guide to children's media, a quarterly review of children's books, television, movies, music, home videos, toys, computer programs and all material concerning the imaginative life of the child; 2) The Children's Literacy Broadcast Series - public service announcements on national television and radio by well known actors and actresses; 3) offering a free booklist "What-Kids-Who-Don't-Like-to Read-Like- to-Read"; 4) awards - annual honors identify for parents the year's best in all fields of children's media and all material concerning the child's out-of- school life; 5) press information service - a resource for the press and individuals who request information on all aspects of children's media; 6) Hispanic children's literacy project - this project searches out children's books in Spanish for use in public libraries that serve large numbers of Hispanic children; 7) video research projects - videos and documents on a variety of topics including the compilation of a book "The Consumer Reports/Parents' Choice Guide to Children's Videocassettes."

Parents in Touch

Indianapolis Public Schools
901 North Carrollton
Indianapolis, Indiana 40202
(317) 266-4134
or 800-232-MAPP (6277)
Izona Warner, Director

Since 1979, Parents in Touch has sponsored a variety of activities to improve home-school collaboration including: Parent/Teacher conferences K-12; Dial-a- Teacher (homework hotline); Parent Focus series to encourage home-based activities and provide parent education; and a Parent Line (touchtone phone access to more than 150 tapes on education and social problem topics).

In 1985, sponsored by a U.S. Department of Education grant, the MAPP project (Methods for Achieving Parent Partnerships) identified ten exemplary parent involvement projects nationwide and prepared and published a resource manual containing step-by-step procedures to implement these model projects. Parents in Touch held a conference under the same name in 1985 which examined issues in parent involvment and presented the resource materials that had been prepared.

In 1987, the MAPP II conference was held with MAPP representing Maintaining an Active Parent Partenership. The MAPP II conference focused on issues in education that are impacting current school activities. Parents in Touch produced a notebook for summaries from up to 50 of the 70 workshops presented at MAPP II. The notebook is in circulation and can be ordered. The notebook also contains presentations from Congressional hearings on parent involvement in education as well as various other articles relating to the subject. Resource list available.

Push Literacy Action Now (PLAN)

1332 G Street, SE
Washington DC 20003
(202) 547-8903
Michael Fox, Executive Director

PLAN Inc. is a privately funded not-for-profit adult literacy program in the District of Columbia. Over the past 15 years, PLAN has provided comprehensive services to low-literate adults in the Washington area and championed alternative viewpoints in the national literacy debate. Their goals are to meet the literacy and human development needs of low literate adults and to change the conditions that cause and perpetuate illiteracy. PLAN's activities reflect their understanding that illiteracy is more than an education problem. It is also a social, economic, and political issue. PLAN is convinced that in order to break the cycle of illteracy, special attention and support must be given to low literate parents and their children. Their "Literacy for Parenting Needs" program has three parts: 1) Take PART - Parents As Reading Teachers includes public awareness activities and special training for low-literate parents of children 6 months to 2 years; 2) Take CARE - Child Advocacy for Reading Education offers support to parents of children in the lower grades; 3) Take A BOOK - a one-way, take-a-book library serving low-income neighborhoods.

Quality Education Project

136 Sand Hill Circle
Menlo Park, CA 94025 (415) 854-8486
Linda Page, Director

2110 Scott Street
San Fransisco CA 94115
(415) 921-8673

The Quality Education Project (QEP) is a not-for-profit corporation founded in 1982 to mobilize public support for education. QEP has received funding from various businesses and foundations such as the Carnegie Corporation, the Seaver Institute, Raychem Corporation, Clorox, Kaiser Permanente, Wells Fargo Foundation, and the Milken Family Foundation. The project's goal is to provide a system for involving parents, teachers, school administrators and the general community in partnerships which will have a positive impact on student achievement, especially critical for at-risk students.

Free brochures are available.

Regional Educational Laboratory Contractors:

Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325
(304) 347-0440
Terry Eidell, Executive Director

This laboratory's numerous research and staff development activities have focused in part on improving home-school communications. Included in their publications is a resource notebook for staff developers in home-school communications. Write also to former director Edward E. Gotts for information about his papers on family/school research at the secondary level at 217 Wildwood Drive, Madison IN 47250.

Far West Laboratory
for Educational Research and Development
1855 Folsom Street
San Fransisco CA 94103
(415) 565-3000
Dean H. Nafziger, Executive Director

Mid-Continent Regional
Educational Laboratory (MCREL)
12500 East Iliff Avenue, Suite 201
Aurora CO 80014
(303) 337-0990
C.L. Hutchins, Executive Director

North Central Regional
Educational Laboratory (NCREL)
295 Emroy Avenue Elmhurst, IL 60126
(312) 941-7677
Jane Arends, Executive Director

NECREL designs its work to meet needs related to educational research and development and provides information and services, including issues relating to strengthening school partnerships by broadening participation in educational improvement efforts by parents, policymakers, community leaders, and higher education.

Available from the publications office: "Students at Risk: Review of Conditions, Circumstances, Indicators, and Educational Implications" by Harriett Doss Willis, $6; NECREL Clipboard - containing short clips of information on new ideas, strategies, research, and theories in various areas of education.

Northwest Regional Educational Laboratory (NWREL)
101 SW Main Street, Suite 500
Portland OR 97204
(503) 275-9500
Robert Rath, Executive Director

The Regional Laboratory For Educational Improvement of the Northeast and Islands
290 S. Main Street
Andover, MA 01801
(617) 470-0098

This Regional Lab has a number of publications available on the subject of parent involvement. "Home and School as Partners: Helping Parents Help Their Children," "Pregnant and Parenting Teens: Keeping Them in School" and "Good beginnings for Young Children: Early Identification of High-Risk Youth and Programs That Promote Success" are all available for $2.25. "Parent Involvement: A Review of the Literature" is available for $4.

Research for Better Schools
444 North 3rd Avenue
Philadephia, PA 19123
(215) 574-9300
John E. Hopkins, Executive Director

Southeastern Educational
Improvement Laboratory (SEIL)
P.O. Box 12746
200 Park, Suite 204
Research Triangle Park, NC 27709
(919) 549-8216
Charles J. Law Jr., Executive Director

Parent involvement programs are part of SEIL's dropout prevention program and the rural education program. Contact: Frederick E. Smith, Program Manager for the dropout prevention program.

Southwest Educational
Development Laboratory (SEDL)
211 East 7th Street
Austin, Texas 78701
(512) 476-6861
Preston Kronkosky, Executive Director

SEDL engages in contracts for consulting and technical assistance services in such areas as school improvement planning and implementation, applications of effective schools research, development of community and parent partnership programs, the management of change, and development of school administrator leadership skills.

School Council Assistance Project

College of Education
University of South Carolina
Columbia, SC 29208
(803) 777-7658
(800) 868-2232
Dr. Jean M. Norman, Director

The School Council Assistance Project, located in the College of Education at the University of South Carolina, provides technical assistance, training, resources and publications to all schools in South

Carolina as they work to improve public education through local School Improvement Councils. The Project is mandated and funded through the Education Improvement Act and higher education to offer services, information, resources and technical assistance to all of South Carolina's School Improvement Councils. Each school has a local council consisting of parents, teachers, citizens, and students (grades 9-12). This office has no regulatory powers, but works closely with the State Department of Education to provide consistency with the regulations that govern the South Carolina's improvement process.

School and Family Connection Project

Research on Elementary and Middle Schools
Johns Hopkins University
3505 North Charles St.
Baltimore, MD 21218
(301) 338-7570
Dr. Joyce Epstein, Director

(See Center on Parent Involvement)

Southern Association on Children Under Six (SACUS)

Box 5403 Brady Station
Little Rock, AR 72215
(501) 663-0353
Dr. Cathy Grace, Executive Director

SACUS is a nonprofit professional education organization of 15,000 members. SACUS works on behalf of young children and their families. Its major functions include the dissemination of information about young children and provision of inservice development opportunities.

Available from SACUS: "Position Statement on Quality Four Year Old Programs in Public Schools" and "Position Statement on Supporting Parents" (single copies available free of charge; order directly from SACUS; also available as ED 272 272).